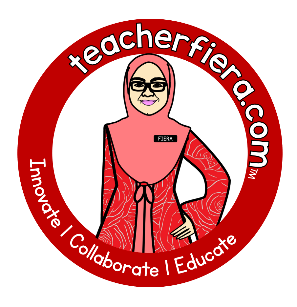
****

SEKOLAH KEBANGSAAN TEACHERFIERA.COM

PASIR MAS, KELANTAN

www.teacherfiera.com

**YEAR 6**

**TRANSIT FORMS**

**202\_**

ENGLISH LANGUAGE

**CLASS:**

**TEACHER’S NAME:**

**Template by: teacherfiera.com™**

**PERFORMANCE STANDARDS GUIDE FOR YEAR 6 LISTENING SKILLS**

|  |  |
| --- | --- |
| **PERFORMANCE LEVEL** | **DESCRIPTORS FOR LISTENING SKILLS** |
| 1 | * Can recognise and reproduce minimal target language phonemes with a lot of support. * Can display minimal understanding of the main idea, specific information and details of longer simple texts and narratives with a lot of support. * Can display minimal understanding of more complex questions and longer sequences of classroom instructions with a lot of support. * Can guess meaning of a few unfamiliar words with a lot of support. |
| 2 | * Can recognise and reproduce some target language phonemes with a lot of support. * Can display some understanding of the main idea, specific information and details of longer simple texts and narratives with a lot of support. * Can display some understanding of more complex questions and longer sequences of classroom instructions with a lot of support. * Can guess meaning of some unfamiliar words with a lot of support. |
| 3 | * Can recognise and reproduce a wide range of target language phonemes independently. * Can display understanding of the main idea, specific information and details of longer simple texts and narratives with little or no support. * Can display understanding of more complex and longer sequences of supported classroom instructions. * Can guess meaning of unfamiliar words from clues provided by other known words and by context. |
| 4 | * Can recognise and reproduce a wide range of target language phonemes independently. * Can understand the main idea, specific information and details of longer simple texts and narratives independently. * Can understand more complex questions and longer sequences of classroom instructions with little or no support by responding to given tasks at times. * Can guess meaning of unfamiliar words from clues provided by other known words and by context. |
| 5 | * Can recognise and reproduce independently a wide range of target language phonemes. * Can understand the main idea, specific information and details of longer simple texts and narratives independently. * Can understand more complex questions and longer sequences of classroom instructions with little or no support by responding to given tasks most of the time. * Can guess meaning of unfamiliar words from clues provided by other known words and by context. |
| 6 | * Can recognise and reproduce independently a wide range of target language phonemes. * Can display understanding of the main idea, specific information and details of longer simple texts and narratives independently. * Can display understanding of more complex questions and longer sequences of classroom instructions independently by responding to given tasks easily. * Can guess meaning of unfamiliar words from clues provided by other known words and by context. * Can guide others in a given task. |

|  |  |  |
| --- | --- | --- |
| **LISTENING SKILLS (YEAR 6)** | | |
| **CONTENT STANDARD** | **FOCUS** | **LEARNING STANDARD** |
| 1.1 Recognise and reproduce target language sounds | Recognise and reproduce target language phonemes intelligibly | 1.1.1 Recognise and reproduce with independently a wide  range of target language phonemes |
| 1.2 Understand meaning in a variety of familiar contexts | Understand the main idea when listening to texts on familiar topics | 1.2.1 Understand with little or no support the main idea of  longer simple texts on a range of familiar topics |
| Understand specific details when listening to texts on familiar topics | 1.2.2 Understand with little or no support specific information  and details of longer simple texts on a range of familiar  topics |
| Understand narratives on familiar topics | 1.2.3 Understand with little or no support longer simple  narratives on a range of familiar topics |
| Understand classroom instructions | 1.2.4 Understand longer sequences of supported classroom  instructions |
| Understand questions on familiar topics | 1.2.5 Understand more complex supported questions |
| 1.3 Use appropriate listening strategies in a variety of contexts | Use appropriate strategies to understand meaning | 1.3.1 Guess the meaning of unfamiliar words from clues  provided by other known words and by context on  familiar topics |

**YEAR 6 TRANSIT FORM FOR CLASSROOM ASSESSMENT**

**LISTENING SKILLS**

**TEACHER’S NAME: CLASS:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **STUDENT’S NAME** | **LEARNING STANDARD** | | | | | | |
| **1.1.1** | **1.2.1** | **1.2.2** | **1.2.3** | **1.2.4** | **1.2.5** | **1.3.1** |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |  |  |
| **20** |  |  |  |  |  |  |  |  |
| **21** |  |  |  |  |  |  |  |  |
| **22** |  |  |  |  |  |  |  |  |
| **23** |  |  |  |  |  |  |  |  |
| **24** |  |  |  |  |  |  |  |  |
| **25** |  |  |  |  |  |  |  |  |
| **26** |  |  |  |  |  |  |  |  |
| **27** |  |  |  |  |  |  |  |  |
| **28** |  |  |  |  |  |  |  |  |
| **29** |  |  |  |  |  |  |  |  |
| **30** |  |  |  |  |  |  |  |  |
| **31** |  |  |  |  |  |  |  |  |
| **32** |  |  |  |  |  |  |  |  |
| **33** |  |  |  |  |  |  |  |  |
| **34** |  |  |  |  |  |  |  |  |
| **35** |  |  |  |  |  |  |  |  |
| **36** |  |  |  |  |  |  |  |  |
| **37** |  |  |  |  |  |  |  |  |
| **38** |  |  |  |  |  |  |  |  |
| **39** |  |  |  |  |  |  |  |  |
| **40** |  |  |  |  |  |  |  |  |

**PERFORMANCE STANDARDS GUIDE FOR YEAR 6 SPEAKING SKILLS**

|  |  |
| --- | --- |
| **PERFORMANCE LEVEL** | **DESCRIPTORS FOR SPEAKING SKILLS** |
| 1 | * Can communicate simple information about themselves using fixed phrases with a lot of support. * Can communicate rules, obligations and give reasons using fixed phrases with a lot of support. * Can manage interaction and extended classroom tasks by providing short and simple responses with a lot of support. * Can describe personality and future plans or events using fixed phrases with a lot of support. * Can narrate short stories, events and experiences with difficulty even with a lot of support. |
| 2 | * Can communicate simple information about themselves and others with a lot of support. * Can communicate rules, obligations and give reasons with a lot of support. * Can manage interaction and extended classroom tasks appropriately with a lot of support. * Can describe personality and future plans or events with a lot of support. * Can narrate short stories, events and experiences with a lot of support. |
| 3 | * Can communicate simple information about themselves and others clearly. * Can communicate rules, obligations and give reasons adequately. * Can manage interaction and extended classroom tasks appropriately. * Can describe personality and future plans or events using suitable statements adequately. * Can narrate short stories, events and experiences adequately. |
| 4 | * Can communicate simple information about themselves and others clearly by providing some relevant details. * Can manage interaction and classroom task appropriately by sustaining communication at times. * Can describe people, places and things clearly using suitable statements with very few relevant details. * Can narrate short basic stories and events clearly at an appropriate pace. |
| 5 | * Can communicate simple information about themselves and others clearly by providing a lot of relevant details. * Can communicate rules, obligations and give reasons by providing a lot of relevant details. * Can manage interaction and extended classroom tasks appropriately by sustaining communication most of the time. * Can describe personality and future plans or events clearly using suitable statements with some relevant details. * Can narrate short stories, events and experiences with clear diction and articulation. |
| 6 | * Can communicate simple information about themselves and others with a lot of relevant details clearly and confidently. * Can communicate rules, obligations and give reasons by providing a lot of relevant details clearly and confidently. * Can manage interaction and extended classroom tasks appropriately by sustaining communication naturally. * Can describe personality and future plans or events creatively using suitable statements. * Can narrate short stories, events and experiences creatively with clear diction and articulation. * Can display exemplary model of language use and guide others |

|  |  |  |
| --- | --- | --- |
| **SPEAKING SKILLS (YEAR 6)** | | |
| **CONTENT STANDARD** | **FOCUS** | **LEARNING STANDARD** |
| **SPOKEN INTERACTION** | | |
| 2.1 Communicate simple information intelligibly | Communicate simple information about themselves clearly | 2.1.1 Give detailed information about themselves and others |
| Find out simple information from others | 2.1.2 Ask about and express rules and obligations |
| Communicate simple information clearly | 2.1.3 Explain and give reasons for simple advice |
| 2.1.4 Ask about and describe future plans or events |
| Describe people and things clearly | 2.1.5 Ask and describe personality |
| 2.2 Use appropriate communication strategies | Manage interaction appropriately | 2.2.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying |
| Manage classroom tasks appropriately | 2.2.2 Agree a set of basic steps needed to complete extended classroom tasks |
| **SPOKEN PRODUCTION** | | |
| 2.3 Communicate appropriately to a small or large group | Communicate information, events and stories clearly to an audience | 2.3.1 Narrate short basic stories, events and experiences |

**YEAR 6 TRANSIT FORM FOR CLASSROOM ASSESSMENT**

**SPEAKING SKILLS**

**TEACHER’S NAME: CLASS:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **STUDENT’S NAME** | **LEARNING STANDARD** | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.2.1** | **2.2.2** | **2.3.1** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |  |  |  |
| **20** |  |  |  |  |  |  |  |  |  |
| **21** |  |  |  |  |  |  |  |  |  |
| **22** |  |  |  |  |  |  |  |  |  |
| **23** |  |  |  |  |  |  |  |  |  |
| **24** |  |  |  |  |  |  |  |  |  |
| **25** |  |  |  |  |  |  |  |  |  |
| **26** |  |  |  |  |  |  |  |  |  |
| **27** |  |  |  |  |  |  |  |  |  |
| **28** |  |  |  |  |  |  |  |  |  |
| **29** |  |  |  |  |  |  |  |  |  |
| **30** |  |  |  |  |  |  |  |  |  |
| **31** |  |  |  |  |  |  |  |  |  |
| **32** |  |  |  |  |  |  |  |  |  |
| **33** |  |  |  |  |  |  |  |  |  |
| **34** |  |  |  |  |  |  |  |  |  |
| **35** |  |  |  |  |  |  |  |  |  |
| **36** |  |  |  |  |  |  |  |  |  |
| **37** |  |  |  |  |  |  |  |  |  |
| **38** |  |  |  |  |  |  |  |  |  |
| **39** |  |  |  |  |  |  |  |  |  |
| **40** |  |  |  |  |  |  |  |  |  |

**PERFORMANCE STANDARDS GUIDE FOR YEAR 6 READING SKILLS**

|  |  |
| --- | --- |
| **PERFORMANCE LEVEL** | **DESCRIPTORS FOR READING SKILLS** |
| 1 | * Can display minimal understanding of the main idea, specific information and details of simple longer texts with a lot of support. * Can guess meaning of very few unfamiliar words from clues provided by other known words and by context as well as use a limited range of dictionary skills with a lot of support. * Can read A2 fiction or non-fiction print and digital texts of interest haltingly with a lot of support. |
| 2 | * Can display some understanding of the main idea, specific information and details of simple longer texts with a lot of support. * Can guess meaning of some unfamiliar words from clues provided by other known words and by context as well as use limited range of dictionary skills with a lot of support. * Can read A2 fiction or non-fiction print and digital texts of interest at a slower pace with a lot of support. |
| 3 | * Can understand the main idea, specific information and details of simple longer texts by responding adequately to given tasks. * Can guess the meaning of unfamiliar words from clues provided by other known words and by context as well as use dictionary skills adequately. * Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding adequately to given tasks. |
| 4 | * Can understand the main idea, specific information and details of simple longer texts by responding clearly to given tasks most of the time. * Can guess the meaning of unfamiliar words from clues provided by other known words and by context as well as use dictionary skills according to given tasks most of the time. * Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding clearly to given tasks most of the time. |
| 5 | * Can understand the main idea, specific information and details of simple longer texts by responding clearly to given tasks with ease. * Can guess the meaning of unfamiliar words from clues provided by other known words and by context as well as use dictionary skills according to given tasks with ease. * Can read and understand a range of A2 fiction or non-fiction print and digital texts of interest by responding clearly to given tasks with ease. |
| 6 | * Can understand the main idea, specific information and details of simple longer texts by responding creatively to given tasks. * Can guess the meaning of unfamiliar words from clues provided by other known words and by context as well as use dictionary skills effectively. * Can read fluently and understand a range of A2 fiction or non-fiction print and digital texts of interest. * Can guide others in a given task. |

|  |  |  |
| --- | --- | --- |
| **READING SKILLS (YEAR 6)** | | |
| **CONTENT STANDARD** | **FOCUS** | **LEARNING STANDARD** |
| 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters | Identify and distinguish the letters of the alphabet\* \*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support | 3.1.1 *No learning standard*  This learning standard has been covered in Year 1 and Year 2. |
| Distinguish and articulate beginning, medial and final sound words\* \*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support | 3.1.2  *No learning standard*  This learning standard has been covered in Year 1 and Year 2. |
| Blend phonemes to recognise words\* \*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support | 3.1.3  *No learning standard*  This learning standard has been covered in Year 1 and Year 2. |
| Segment words into phonemes to spell\* \*Preliterate children will need more support to achieve this Learning Standard, literate children more challenge and less support | 3.1.4  *No learning standard*  This learning standard has been covered in Year 1 and Year 2. |
| 3.2 Understand a variety of linear and non linear print and digital texts by using appropriate reading strategies | Understand the main idea in a variety of text types on familiar topics | 3.2.1 Understand the main idea of simple longer texts |
| Understand specific details in a variety of text types on familiar topics | 3.2.2 Understand specific information and details of simple longer texts |
| Use appropriate word attack skills to understand specific meaning | 3.2.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context |
| Use appropriate basic dictionary skills | 3.2.4 Use with some support familiar print and  digital resources to check meaning |
| 3.3 Read independently for information  and enjoyment for information and enjoyment | Read and understand a variety of fiction and non-fiction texts with confidence and enjoyment | 3.3.1 Read and enjoy A2 fiction/non-fiction  print and digital texts of interest |

**YEAR 6 TRANSIT FORM FOR CLASSROOM ASSESSMENT**

**READING SKILLS**

**TEACHER’S NAME: CLASS:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **STUDENT’S NAME** | **LEARNING STANDARD** | | | | |
| **3.2.1** | **3.2.2** | **3.2.3** | **3.2.4** | **3.3.1** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |
| **20** |  |  |  |  |  |  |
| **21** |  |  |  |  |  |  |
| **22** |  |  |  |  |  |  |
| **23** |  |  |  |  |  |  |
| **24** |  |  |  |  |  |  |
| **25** |  |  |  |  |  |  |
| **26** |  |  |  |  |  |  |
| **27** |  |  |  |  |  |  |
| **28** |  |  |  |  |  |  |
| **29** |  |  |  |  |  |  |
| **30** |  |  |  |  |  |  |
| **31** |  |  |  |  |  |  |
| **32** |  |  |  |  |  |  |
| **33** |  |  |  |  |  |  |
| **34** |  |  |  |  |  |  |
| **35** |  |  |  |  |  |  |
| **36** |  |  |  |  |  |  |
| **37** |  |  |  |  |  |  |
| **38** |  |  |  |  |  |  |
| **39** |  |  |  |  |  |  |
| **40** |  |  |  |  |  |  |

**PERFORMANCE STANDARDS GUIDE FOR YEAR 6 WRITING SKILLS**

|  |  |
| --- | --- |
| **PERFORMANCE LEVEL** | **DESCRIPTORS FOR WRITING SKILLS** |
| 1 | * Can communicate basic information about themselves and others as well as describe personality using fixed phrases with a lot of support. * Can communicate basic future plans, events and experiences using fixed phrases with a lot of support. * Can display minimal ability to spell words and use punctuations in independent writing as well as connect sentences into two paragraphs with a lot of support. * Can display minimal ability to produce and modify a plan or draft of two paragraphs in response to feedback. |
| 2 | * Can communicate basic information about themselves and others as well as describe personality using basic statements with a lot of support. * Can communicate basic future plans, events and experiences using basic statements with a lot of support. * Can spell words and use punctuations in independent writing as well as connect sentences into two paragraphs with a lot of support. * Can produce and modify a plan or draft of two paragraphs in response to feedback with a lot of support. |
| 3 | * Can communicate basic information about themselves and others as well as describe personality using suitable statements adequately. * Can communicate basic future plans, events and experiences using suitable statements adequately. * Can spell words accurately and use punctuations in independent writing as well as connect sentences into two coherent paragraphs or more. * Can produce and modify a plan or draft of two paragraphs or more in response to feedback. |
| 4 | * Can communicate basic information about themselves and others as well as describe personality using suitable statements with very few relevant details. * Can communicate basic future plans, events and experiences using suitable statements with very few relevant details. * Can spell words accurately and use punctuations in independent writing as well as connect sentences into two coherent paragraphs or more with very few relevant details. * Can produce and modify a plan or draft of two paragraphs or more in response to feedback with very few relevant details. |
| 5 | * Can communicate basic information about themselves and others as well as describe personality using suitable statements with some relevant details. * Can communicate basic future plans, events and experiences using suitable statements with some relevant details. * Can spell words accurately and use punctuations in independent writing as well as connect sentences into two coherent paragraphs or more with some relevant details. * Can produce and modify a plan or draft of two paragraphs or more in response to feedback with some relevant details. |
| 6 | * Can communicate basic information about themselves and others as well as describe personality with a variety of relevant details. * Can communicate basic future plans, events and experiences using suitable statements with a variety of relevant details. * Can spell words accurately and use punctuations in independent writing as well as connect sentences into two coherent paragraphs or more creatively. * Can produce and modify a plan or draft of two paragraphs or more in response to feedback with a variety of relevant details. * Can display exemplary model of language use and guide others. |

|  |  |  |
| --- | --- | --- |
| **WRITING SKILLS (YEAR 5)** | | |
| **CONTENT STANDARD** | **FOCUS** | **LEARNING STANDARD** |
| 4.1 Form letters and words in neat legible print using cursive writing | Develop prewriting skills\* \*Preliterate children only | 4.1.1 No *learning standard*  This learning standard has been covered in Year 1 |
| Develop early writing skills\* \*all children | 4.1.2 *No learning standard*  This learning standard has been covered in Year 1, Year 3 and Year 4 |
| 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media | Communicate basic personal information clearly | 4.2.1 Give detailed information about themselves and others |
| Communicate basic information clearly | 4.2.2 Describe future plans or events |
| 4.2.3 Narrate factual and imagined events and experiences |
| Describe people and things clearly | 4.2.4 Describe personality |
| Organise basic information appropriately | 4.2.5 Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns |
| 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media | Punctuate texts appropriately | 4.3.1 Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level |
| Spell high frequency words accurately | 4.3.2 Spell most high frequency words accurately in independent writing |
| Plan, draft and edit work appropriately on familiar topics | 4.3.3 Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback |

**YEAR 6 TRANSIT FORM FOR CLASSROOM ASSESSMENT**

**WRITING SKILLS**

**TEACHER’S NAME: CLASS:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **STUDENT’S NAME** | **LEARNING STANDARD** | | | | | | | |
| **4.2.1** | **4.2.2** | **4.2.3** | **4.2.4** | **4.2.5** | **4.3.1** | **4.3.2** | **4.3.3** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |  |  |  |
| **20** |  |  |  |  |  |  |  |  |  |
| **21** |  |  |  |  |  |  |  |  |  |
| **22** |  |  |  |  |  |  |  |  |  |
| **23** |  |  |  |  |  |  |  |  |  |
| **24** |  |  |  |  |  |  |  |  |  |
| **25** |  |  |  |  |  |  |  |  |  |
| **26** |  |  |  |  |  |  |  |  |  |
| **27** |  |  |  |  |  |  |  |  |  |
| **28** |  |  |  |  |  |  |  |  |  |
| **29** |  |  |  |  |  |  |  |  |  |
| **30** |  |  |  |  |  |  |  |  |  |
| **31** |  |  |  |  |  |  |  |  |  |
| **32** |  |  |  |  |  |  |  |  |  |
| **33** |  |  |  |  |  |  |  |  |  |
| **34** |  |  |  |  |  |  |  |  |  |
| **35** |  |  |  |  |  |  |  |  |  |
| **36** |  |  |  |  |  |  |  |  |  |
| **37** |  |  |  |  |  |  |  |  |  |
| **38** |  |  |  |  |  |  |  |  |  |
| **39** |  |  |  |  |  |  |  |  |  |
| **40** |  |  |  |  |  |  |  |  |  |

**\*PERFORMANCE STANDARDS GUIDE FOR YEAR 6 LANGUAGE ARTS IS NOT PROVIDED IN THE YEAR 6 DSKP**

|  |  |  |
| --- | --- | --- |
| **LANGUAGE ARTS (YEAR 6)** | | |
| **CONTENT STANDARD** | **FOCUS** | **LEARNING STANDARD** |
| 5.1 Enjoy and appreciate rhymes, poems and songs | Demonstrate appreciation through non verbal responses to: | 5.1.1 No learning standard  This learning standard has been covered in Year 1, Year 2 and Year 3 |
| Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation | 5.1.2 No learning standard  This learning standard has been covered in Year 1, Year 2 and Year 3 |
| 5.2 Express personal responses to literary texts | Identify, analyse and respond to elements in texts | 5.2.1 Describe in simple language a character’s  actions or feelings and explain the reasons for them. |
| 5.3 Express an imaginative response to literary texts | Plan, prepare and produce creative work with a focus on language use | 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems  Other imaginative responses as appropriate |

**YEAR 6 TRANSIT FORM FOR CLASSROOM ASSESSMENT**

**LANGUAGE ARTS**

**TEACHER’S NAME: CLASS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **STUDENT’S NAME** | **LEARNING STANDARD** | |
| **5.2.1** | **5.3.1** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |
| **13** |  |  |  |
| **14** |  |  |  |
| **15** |  |  |  |
| **16** |  |  |  |
| **17** |  |  |  |
| **18** |  |  |  |
| **19** |  |  |  |
| **20** |  |  |  |
| **21** |  |  |  |
| **22** |  |  |  |
| **23** |  |  |  |
| **24** |  |  |  |
| **25** |  |  |  |
| **26** |  |  |  |
| **27** |  |  |  |
| **28** |  |  |  |
| **29** |  |  |  |
| **30** |  |  |  |
| **31** |  |  |  |
| **32** |  |  |  |
| **33** |  |  |  |
| **34** |  |  |  |
| **35** |  |  |  |
| **36** |  |  |  |
| **37** |  |  |  |
| **38** |  |  |  |
| **39** |  |  |  |
| **40** |  |  |  |